

Your Name: _____

Your Partner's Name: _____

SOCIAL WORK WITH REFUGEES, IMMIGRANTS, AND MIGRANTS

PAIRS EXERCISE: ETHNIC SELF-AWARENESS

Break up into pairs and discuss the following issues. Each partner will use the information to introduce their partner to the rest of the class.

What is your ethnic/cultural background?

How do others become aware of your ethnic/cultural background?

What ethnic/cultural groups resided in the neighborhood where you grew up?

How did your family see itself as like, or different from, other groups?

Describe five values passed on to you by your parents or caregivers.

Which of these values do you still adhere to, and which do you no longer adhere to?

How important is your ethnic/cultural background to your daily life?

What do you hope to gain from taking this course?

Class Activity: Mental Health

Have the students watch this video: Derald Wing Sue: Multicultural Counseling/Therapy: Culturally Appropriate Intervention Strategies (Note: the video must be accessed by subscription; it may be available through your institutional library). As the students watch, have them answer the questions on this page. Then, have them work in pairs or small groups to answer the questions on the next page and share with the class.

What are Clients' of Color Preferences in Therapy?

- 1.
- 2.
- 3.
- 4.

What does the cultural case analysis of the Betty Lau Case illustrate?

- 1.
- 2.
- 3.

What are Four Nonverbal Communication Dimensions?

- 1.
- 2.
- 3.
- 4.

What is Proxemics?

What is Kinesics?

What is Paralanguage?

What are High and low context communication?

Communication Styles:

Reflection and Discussion Questionsⁱ

1. In your social work practice, what is your primary communication style?
2. What does your main communication style say about your values, biases, and assumptions about human behavior?
3. What nonverbal messages might you be communicating unknowingly to your clients?
4. In what ways does your helping style hinder your ability to work effectively with culturally diverse clients?
5. What culturally-influenced communication styles cause the greatest difficulty or discomfort for you? Why?

ⁱ Questions from: Sue, D.W., Rasheed, M. N., & Rasheed, J. M. (2016). *Multicultural social work practice: A competency-based approach to diversity and social justice (2nd ed.)*. Hoboken, NJ: Wiley.

Class Activity – Motivational Interviewing with Refugees

This activity is based on “Project MIRACLE: **M**otivational **I**nterviewing for **R**efugee **A**daptation, **C**oping, and **L**ife **E**mpowerment” developed by Miriam Potocky and Kristen Guskovict.

1. Have students complete the “Helpful Responses to Refugees Questionnaire” as a pretest. You or the students themselves should then score their responses. The questionnaire and scoring instructions are available [here](#) (see Appendix A and Appendix B of the article).
2. Have students watch Project MIRACLE [Webinar 1](#) and [Webinar 2](#). Each webinar is 90 minutes long.
3. Have students complete and score the “Helpful Responses to Refugees Questionnaire” again as a posttest.
4. As a class, discuss whether there were any improvements in students’ pre- and posttest scores, what they learned from this activity, and how they might use this knowledge and skills in their practice.

Class Activity – Service Delivery Systems

AGENCY CASE STUDYⁱ

Please read the following hypothetical agency case study and then develop an action plan using the attached template.

Agency Description

This is a large agency that has been serving immigrant and refugee populations for several decades. The agency offers the following bilingual/bicultural services to immigrants and refugees from Asia, Africa, the Caribbean, Latin America, and the Middle East:

Community Education Project: offers immigrants the opportunity to become legal permanent residents in the US through education programs certified to fulfill legalization requirements.

Immigrant Community Services: has a staff of attorneys and immigration specialists to provide counseling and legal representation to immigrants. This program assists in processing visa requests, adjusting immigrant status, obtaining citizenship, and in other legal proceedings.

International Refugee Center: Responds to the immediate survival needs of refugees from around the world with a variety of programs including Refugee Placement and Resettlement Program, a Refugee Case Management Service, and a Refugee Employment Service.

Center for the Treatment of Survivors of Torture: provides psychological and physical therapy to meet the specialized needs of persons who have survived torture in their homelands, and who need help in rebuilding and restoring their lives.

Immigrant Rights Center: offers free legal assistance to indigent refugees seeking asylum in the US through the services of volunteer attorneys and interpreters.

Refugee Families Project: helps to prepare pre-school age refugee children and their parents for school in the US, and enhances family ties to the community.

Refugee Mental Health Program: provides crisis intervention, individual and family counseling, assessment and mental health case management.

Refugee Substance Abuse Prevention Services: develops educational materials and community activities designed to prevent substance abuse.

Workplace Literacy: teaches English by providing instruction at the job site.

Agency Challenges

In response to severe budget cuts at the federal, state, and local levels, the agency held a special focus group meeting for its staff. The purposes of this meeting were to provide an assessment of

client needs; to assist the organization's internal planning process; and to create an agenda for influencing mainstream agencies, thereby facilitating their attentive and responsiveness to immigrant and refugee issues.

Focus group participants identified the following trends in the immigrant and refugee populations:

- Increase in substance abuse, particularly among survivors of torture
- Increase in family violence
- Increase in the number of refugees requiring mental health interventions (particularly the homeless)

Focus group participants identified the following as resource gaps within the community:

- Affordable housing
- Lack of an organized system to integrate clients into mainstream programs
- Inadequate number of staff in refugee mental health services to provide adjustment counseling, substance abuse counseling, family counseling, and intervention in serious mental health issues
- No Alcoholics Anonymous groups targeted to immigrant and refugee populations
- Lack of programs dealing with adolescent gang involvement
- A retrenchment in legal service organizations resulting in a curtailment of attorney and paralegal staff
- Inadequate level of legal services for anti-deportation work

Focus group participants identified the following observations about the acculturation process:

- People who seek out immigration services tend to have a more established social network than those who do not, i.e., they already reside in ethnic communities and have some supports in place
- Even though many immigrants are legalization recipients, they have become accustomed to a disempowered, undocumented status and need services leading to societal participation and empowerment

Your Action Plan

If you were an administrator at this agency, how would you proceed based on this report from the focus group? Develop a plan of action using this [template](#).

ⁱ Adapted from Epstein, M., & Mohn, S.L. (1992). Planning for pluralism: A report on a Chicago agency's efforts on behalf of immigrants and refugees. *Journal of Multicultural Social Work*, 2, 119-124.

Immigration Reform Conversation Starters

Immigration reform is complex, but a few key issues pop up again and again in the media.

DREAMers

Millions of undocumented youth who were brought to the country as children are unable to get jobs or gain admission to college. Republicans and Democrats agree it is time to provide them a path to legal residency—the question is how? What should DREAMers have to do to secure legal status?

Amnesty or Deportation

About 11 million unauthorized immigrants live and work in the United States today. Some say they should be deported, while others support a path to legal residency. What would deportation of 11 million people involve? What would be required to receive amnesty?

Path to Citizenship

For 250 years, the United States has recharged its spirit and economy by extending citizenship to immigrants. The question now is, once the undocumented gain legal status, will we extend the same opportunity to them? If not, how do we reconcile that decision with our ideal of equality?

Visa Eligibility

The current system's quotas and preferences mean there is no way some people can ever enter the country. Guest-worker visas mean some will labor here with no representation, few legal protections and no chance to earn citizenship. How do we make rules that are fair, generous and in keeping with our values?

Enforcement

From border security to deportation and fines, we must decide how to enforce the law with employers and employees who are undocumented. What's realistic, and what reflects our goals and values?

Source: <https://www.tolerance.org/magazine/summer-2014/an-educators-guide-to-the-immigration-debate>

Class Activity – U.S. Immigration Policies

In this activity, students work in small groups to develop immigration reform proposals on several key policy areas.

1. To bring students up to date on some current immigration issues I have them watch two brief [videos](#): “U.S. Immigration: Is There Really a Line?” and “Should the U.S. Asylum System Change?”
2. Next, I provide the handout on the following page. Students break into five groups, each to discuss one of the five topics and devise a reform plan. Each group then presents its plan to the rest of the class.
3. Each group then completes this [template](#) regarding their particular policy proposal, and shares their responses with the class.
4. Finally, the entire class can discuss how all the separate policy proposals could be combined into one comprehensive immigration reform plan. What compromises might be necessary, do any parts of the plan contradict each other, etc.?

Class Activity – Building a Nation of Neighbors

Please watch this 20-minute [video](#).

As a class, discuss the “General Conversation Starters” on p. 9 of this accompanying [Discussion Guide](#). Next, break into five groups. Each group will discuss the questions for one of the five chapters on p. 9-11 of the Discussion Guide. Then share your thoughts and ideas with the rest of the class.

Class Activity – Building a Nation of Neighbors

Please watch this 20-minute [video](#).

As a class, discuss the “General Conversation Starters” on p. 9 of this accompanying [Discussion Guide](#). Next, break into five groups. Each group will discuss the questions for one of the five chapters on p. 9-11 of the Discussion Guide. Then share your thoughts and ideas with the rest of the class.

Class Activity – Education for Immigrant and Refugee Youth

Please complete this e-learning [module](#) (Module 3 only). Although designed for teachers, it is equally relevant to social workers (for the purpose of this exercise, imagine that you are a school social worker).

Download the journal on Slide 3 of this module and answer the questions in the journal as you complete the module. Then submit your completed journal.

Class Activity – Family Dynamics

Please go to this [website](#). The four lessons on this site each contain one case study, the Ali family. Each lesson approaches the case from the perspective of a different agency and presents questions based on that agency perspective. Break the class into four groups and have each work on addressing the questions in one of the lessons.

Have the groups share their responses with the class. Have the class identify areas of commonalities & differences across the different agency perspectives and discuss the importance of inter-agency collaboration in a complex case such as this.

Class Activity – Health Issues

Please go to the Culture Vision website. (Note: This site must be accessed through a subscription which may be available through your institutional library).

In the right-hand menu, select any ethnic group, then read the information about it. (There are various topics of information in the left-hand menu).

1. After reading the material take the quiz at the end. Please take a screenshot of your quiz results and submit. (Note: you will not be graded on your quiz results)
2. Please describe your thoughts about this exercise.

[Class Activity: Immigration Myths and Facts](#)

Class Activity: International Policies

Imagine that you have decided, or have been forced to, leave the United States. You must decide where to go. Explore the immigrant integration policies of TWO of the MIPEX countries here: www.mipex.eu. Based on your analysis of the policies and your personal/family situation, which of the two countries would you choose to go to and why? How has this exercise affected your thinking about immigrants, migrants, and refugees?